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ABSTRACT

A survey was conducted by the Kansas State Department of Education to ascertain the present status of foreign language instruction in the secondary schools and to learn the opinions of district and building administrators and of teachers regarding future program direction and areas in which assistance may be needed for better program implementation. Three different, overlapping questionnaires were distributed to 305 superintendents; 300 junior, middle, and senior high school principals of schools offering foreign language programs; and 505 secondary foreign language teachers. Elementary teachers were surveyed only in cases where they taught 7th or 8th grade foreign language courses in the elementary school building. The questions concerned respondents' expectation of future demand for foreign language instruction in the district, anticipated need for additional teachers if foreign languages became a graduation requirement, preferred grade level to begin instruction, reasons for not currently offering foreign languages, program objectives and their sources, courses currently taught, languages in which teachers are certified, languages that teachers are qualified but not certified to teach, enrollments, teacher professional development activities, teacher foreign travel, needed publications, teacher willingness to participate in program development, and additional comments. Responses are tabulated and comments are included in the report. (Author/MSE)

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Status of Foreign Language Instruction in Kansas Schools, 1983-84

Report to the Kansas
State Board of Education

Prepared by
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May, 1984

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Status of Foreign Language Instruction

A survey was conducted by Kansas State Department of Education staff for the purpose of ascertaining the present status of foreign language instruction in Kansas' secondary schools, the opinions of district and building administrators and of teachers regarding future direction of programs, and areas in which assistance may be needed for better implementation of programs.

Three different, but overlapping questionnaires were designed and distributed as follows: 305 to USD superintendents; 300 to principals of high schools and junior high/middle schools that offer a foreign language program; 550 to foreign language teachers in secondary schools. Distribution to principals and teachers included both public and non-public schools.

Elementary schools were not surveyed at this time except for individual teachers who teach foreign language to 7th or 8th grade classes housed in an elementary school building. Postsecondary institutions were not included in the study either.

Responses were received from 74% of the superintendents, 66% of the principals and 77% of the teachers.

Following is a summary of the responses from the three groups surveyed.

Superintendents

Questionnaires were sent to all USD superintendents. 226 responded. The questions and their responses are:

QUESTION 1. Do you expect future demand for foreign language instruction in your district to increase, decrease or remain at present level?

89 respondents expected it to increase.
11 respondents expected it to decrease.
121 respondents expected it to remain at present level.
5 respondents did not answer.

QUESTION 2. If one or more years of a foreign language were a requirement for high school graduation, how many new teachers would you have to add to your staff?

If one year: 159 teachers needed
If two or more years: 315 teachers needed

QUESTION 3. In your opinion, at what grade level should students begin to learn a second language? (Because some respondents chose more than one grade level as a possible starting point, the figures below add up to more than 100%.)

Grade Level	Times Chosen
Preschool	2
K	13
1	14
2	8
3	22
4	23
5	30
6	30
7	44
8	10
9	44
10	7
11	5
12	5
College	4
no answer or no preference	11

As these figures indicate, if a foreign language program is offered, superintendents prefer to start it at: 1) 7th or 9th grade; 2) 5th or 6th grade; 3) 4th grade.

QUESTION 4. If your district is not offering foreign languages now, state briefly why it is not.

The reason most often given for not offering foreign languages was lack of interest on the part of students and their parents in taking such courses. A total of twenty-five (25) respondents gave this as the primary reason. Nineteen (19) respondents cited problems of teacher availability, particularly in small districts which can only hire part-time instructors or persons certified to teach several subjects besides foreign language. Other reasons given refer to budget constraints (7 respondents); limitations due to school size and enrollment (7 respondents) and a combination of reasons, including two or more of the ones mentioned above (8 respondents).

Superintendents' reasons for not offering a foreign language:

a) Lack of student interest.

- "Not enough student interest." (13 responses)
- "Not enough interest to warrant hiring a teacher." (3 responses)
- "Little, if any, demand for it from students or parents."
- "We offer it but can't get anyone to take it."
- "We offer German and have one student enrolled."
- "If enrollment figures do not justify the offering, we do not offer the course unless mandated."
- "Lack of interest, but I feel that it is coming in next 2-3 years."
- "Offered every other year due to small classes."

- "Lack of numbers. I hope to add a foreign language within the next two or three years."
- "For several years we had a qualified Spanish teacher and offered each spring and fall classes. There was no interest by students or parents to enroll in the class."
- "Foreign Language was offered in the high school until 1978. It was dropped when the student enrollment in the Foreign Language classes declined to zero. The reason for the decline in enrollment was that students and parents could not perceive any valid reasons for taking a second language."

b) Budget constraints.

- "Budget constraints." (4 responses)
- "Emphasis on foreign language at state level decreased rapidly when funding of education became tight. Schools have had to reduce expenditures and class offerings according to the decrease in enrollment."
- "Because of the cost/efficiency level. Few students would avail themselves of the opportunity. Also, the district has been pruned to the bone in the face of increasing bugs."
- "We offered a foreign language at the high school until the 1980-81 school year. The language offered as an elective had a total enrollment of less than 15 students in a high school with a total population of 180. The program was not cost efficient."

c) Limitations due to school size and enrollment.

- "Declining enrollment." (4 responses)
- "Restricted high school curriculum."
- "One language is offered in one high school, none in the other. The small enrollment in the second school precludes offering the language when cost is considered."
- "We offer Foreign Language at one high school and not at the other high school."
- "Lack of classroom space."

d) Teacher availability.

- "Can't find a teacher." (10 responses)
- "We will be adding Spanish in our course offerings next semester. Our Spanish teacher quit in August, 1983. We were unable to find a replacement before school started in September."
- "Availability of part time faculty."
- "We lost our teacher. The load in Foreign Language does not economically justify a full-time foreign language teacher. We've tried to share a teacher, but have not been successful in this."
- "Student demand and availability of instructors with proper certified areas of instruction to teach classes in other areas."
- "Unable to employ a part-time Foreign Language instructor. Those certified in foreign language rarely have certification for another area in which they would be used."

d) Teacher availability. (continued)

- "We are a 1A district. We are unable to keep a language teacher or staff with or for cross certification. We do desire to hire a part-time teacher next year."
- "We could not employ a teacher that met our needs. (Certification in multiple areas.) We have taught French, German and Spanish in the past. I would like to add a foreign language to our offerings."
- "Poor teaching."
- "Was offered, in past, at secondary level. However, enrollment decreased until the program was dropped due to poor teacher and lack of interest developing.

e) Two or more of above reasons.

- "We, at one time, offered Latin, French and Spanish. We dropped Latin and French because the lack of interest and difficulties of finding teacher."
- Not enough student demand for a FTE teacher. Would have to hire a teacher in a coop situation because of our small enrollment."
- "There has been no demand. In addition funds for an additional teacher are not available. Also room space is not available."
- "Small enrollment does not warrant a full time Foreign Language teacher. Also, a shortage of instructors."
- "Just a few years ago we offered four units of French and four of Spanish. Our enrollment fell to near zero after the colleges dropped the foreign language requirement."
- "There is no interest and staffing for one or two hours a day is expensive unless the employee has a second or third field that meets our needs."
- "There have been no requests or demands to implement a foreign language program. At this time we do not have a qualified instructor on our staff.
- "Student interest in foreign language dwindled to an enrollment that made it inefficient to employ a full time instructor. The district employed a part-time instructor for two years. Attempting to employ a part-time instructor became impossible. A survey has been taken every year to determine the student interest in a foreign language. Last year a total of nine students indicated an interest."

QUESTION 5. Please add any other comments or suggestions you may have.

a) Foreign language requirement.

Most of the comments (37) dealt with the matter of requiring foreign language study. Of these, twenty-two (22) were against requiring a foreign language of all students for high school graduation. Six (6) were in favor of requiring it for all or for the college bound. It was suggested that the colleges should have an admission requirement in foreign languages. The rest of the comments pointed out problems that districts may have if foreign languages were required. The main problems would be in the areas of staffing, scheduling, and demands made on the students' time and ability.

Comments:

- "The state could help schools in this field by making at least one unit of some language requirement. This would stimulate enrollment and generate interest."
- "Two units of a language should be required for admissions to our Regent's institutions."
- "As long as colleges continue to accept students without foreign language and with the increased graduation requirements in Kansas with no mention of a foreign language, we'll see a decrease in the students taking anything but the required courses."
- "Require two units of foreign language for college bound students and one unit for all other students."
- "In order to get students to take it, it will have to be required or an entrance requirement for college."
- "For a foreign language program to be successful it would have to be a requirement for graduation or for the college prep student. With our past experience it would be most difficult to begin a program. With the given financial situation, I do not anticipate any immediate change by the board of education."
- "I am not in favor of making foreign language a requirement because you will always have a percentage of students who cannot handle a foreign language. We must be careful as to the number of required courses because the "well rounded" education takes on a square appearance."
- "I believe that foreign language is a valuable course but not a necessity for high school graduation. It should remain an elective subject."
- "I don't feel a foreign language should be required for high school graduation."
- "It does not seem to be realistic to me to require a foreign language particularly in a small district. Which language should we mandate? Increase in English requirements seems to be more realistic."
- "We hope you people in the SDE have enough foresight not to sell the State Board on more requirements for graduation regardless of whether it is foreign language or some other area."
- "I think requiring a foreign language for graduation or for entry into college is wrong. Other countries require a foreign language - English. We do not have one other language that is universally used so we would offer a number of different languages and not know if we are offering the one they will need. I am against requiring a foreign language for graduation or entry into college."
- "A foreign language should not be required."
- "I feel it would be foolish to add this as a requirement to the small schools out in this part of the state. When we can only raise our budgets 4% or 5% we really don't need to keep adding requirements or mandated programs, especially if the interest is not there."
- "I cannot see adding another required subject to those already required. Please let us try to do a good job with English before you add a foreign language. Push for English as a national language and get rid of the bilingual programs."
- "I do not believe that foreign language should be required for graduation."
- "Please don't make it required. An expanded program is based upon the quality of the teachers."

- "If additional graduation requirements are mandated the schoiol year will have to be longer."
- "I do not think a foreign language should be required."
- "I do not believe that foreign language should be required of all students."
- "I think its foolish to require another language. We and every other school has a group of students that never master English. We should work on that first. Offer yes, require no."
- "No effort should be made to make foreign language a mandated program."
- "Don't make foreign language a state requirement for graduation."
- "I have visited language classes in at least six different languages in various foreign countries and have a real concern in this area but strongly disagree with any graduation requirement as a universal. We do require at least two units of a foreign language for graduation from one of our high schools. I'd be glad to participate in discussions on the subject."
- "The term requirement is dangerous thinking. Best do some serious thinking on that one."
- "If any foreign language is required for graduation, I estimate it will keep one third of our students from graduating. Graduation from high school will become not a realistic goal for many students. The alternative would be to make the required foreign language course a farce and not really expect substantial accomplishment."
- "We will have a number of students who should be encouraged into vocational courses which will not permit them to have the time (even if they had the ability and inclination) to take increased numbers of coures in foreign language, English, math, and science."
- "We offer Spanish in grades 9-12 at the present time. I have reservations about making foreign language a requirement for high school graduation. Since our native language (English) seems to be a stumbling block for many students, I wonder how it would be possible to offer enough levels of language to meet the needs of each student."
- "If requirements were changed regarding foreign language, an immediate problem would be the lack of qualified instructors. I have concerns that many lower level students would have problems with a foreign language if a requirement is added for high school graduation."
- "More students necessitate more staff. More required courses don't necessarily have the same effect."
- "Before added requirements are set by State Department they should check the number of teachers available."
- "Qualified teachers' supply will be a problem if one-two-or more years are required for graduation."
- "I see very little demand for a foreign language in the small high school. New requirements in other areas will make it most difficult to add foreign language to our present offerings."
- "Trying to work out a schedule for all of the suggested new requirements is a key difficulty."
- "Foreign language and other electives are often "squeezed" out of a student's schedule because of the required courses, especially in grades 7-10. If foreign languages are to remain perhaps it should be allowed that they count in part toward English requirement."
- "I hope the State Department of Education would leave this a local option and not require us to teach a foreign language. We would teach it on an individual basis through computers. We could not justify adding an additional staff member."

- "Without post-high prerequisites, high school foreign language programs will continue to take a back seat to the mandated courses. We dropped foreign language from our offerings several years ago because students could not be enticed or cajoled to enroll. At that time we offered two languages, French and Spanish. When we began to offer foreign language again four years ago, we started with Spanish I and now offer both I and II. The enrollments are still small, but the indication is that it will continue to be offered to meet this small group of students' needs."

b) What language to offer.

Five (5) respondents had questions on what language(s) would be the best or most useful for their students. One respondent offered an answer. Their comments are:

- "What Foreign Language would be the best for Americans to have in the schools?"
- "Which foreign language should be taught? We are a small school, and will probably only offer one. English is the unusual language. Therefore, it is academic on the solution of a foreign language in non-English speaking countries."
- "Certainly foreign language is more effectively taught at the elementary level, but what foreign language --- Spanish, French, German, Russian, Chinese, Japanese? For other countries the choice is pretty easy, English; for us it is not. I do not believe we can delete much at the elementary level to make time for an extensive foreign language program to teach a language that is unlikely to be of benefit to most students."
- "What foreign language(s) is most appropriate for students' academic needs beyond high school?"
- "What foreign language(s) is most appropriate for general education purposes in Kansas?"
- "Spanish would be the language of preference."

c) Foreign languages in elementary school.

Although the focus of the questionnaire was foreign languages in secondary schools, seven (7) of the superintendents expressed their concerns about foreign languages in elementary schools. Most of these comments were favorable, but do point out problems in implementation. They are as follows:

- "I believe foreign language study should be an option for every child beginning at the elementary level."
- "We experimented with grades 1, 2, and 3 in another school district. Probably any of these would be satisfactory. I think the community would make a difference. I was in a county that had Mexican children in all grades."
- "Current time constraints do not permit foreign language instruction in the elementary grades."
- "The second language introduced and presented a period of 15-20 minutes daily to elementary students in the area of spoken language would be much more beneficial than waiting until high school."
- "Before pushing for elementary foreign language, someone should research FLES around 1965."

- "The problems with foreign language in the elementary school are:
  1. Which language?
  2. What do we take out of the curriculum?
  3. Availability of teachers."

- "Foreign language instruction in the elementary school is desirable. A number of problems make it extremely difficult to do so."

d) Demand for foreign language courses.

As indicated by the responses to question 1, the demand for foreign language instruction is expected to increase or at least remain at present level. Additional comments are:

- "Our foreign language enrollment nearly doubled between the 1982-83 and 1983-84 school year. Because of the low enrollment we were considering cutting the program from 3 to 2 languages. No such plans are currently under consideration."
- "We think our program will increase and feel we can handle the increase."
- "We have Spanish taught two periods per day. We are expecting this to increase. Our foreign language program was almost killed by a previous teacher. We think that program will improve now."
- "We expect the demand for foreign language to increase some but with more emphasis on science, mathematics, English, etc., the amount of increase will be limited."
- "We're on a temporary upswing, but respondent does not expect it to continue for longer than three years."
- "As technology increases world communications foreign languages will become more important."
- "If our "demand" increases, it will be slightly due to small enrollment."

e) Staffing

Problems in recruiting qualified teachers and the need for persons certified in several fields are underlined in these comments:

- "We are a small, rural school district in eastern Kansas. Most of our teachers have to wear many hats and be certified in several areas. A full time foreign language position would be difficult to justify due to our small enrollment. I have had some discussion with an adjoining district on trying to share a foreign language teacher."
- "We would not add any additional foreign language teachers. We would have to increase their loads and probably transfer some other teachers from within the ranks to cover the other classes these teachers are now teaching."
- "Lower certification requirements to 12 for first language and 9-12 for second language."
- "Pay stipend to language teachers or districts offering foreign language."
- "Foreign language was a required course in this district several years ago and there seems to be interest in starting the program again. The failure of our previous program was due primarily to the quality of teaching. We do have a space problem involved."

- "Foreign language teachers should be certified in another teaching field. It has become very difficult for small schools to justify employing a teacher for a very small enrollment."
- "We hired a teacher with experience this past year. Applicants were few and far between."
- "We now offer Spanish. Would have continued with Latin but could not find competent staff. Will probably add a second, possibly German in the next couple of years, maybe 83-84."
- "We've tried to share a teacher with a neighboring district, but they've now dropped foreign language for economic reasons."
- "We have been unable to employ a teacher of French for the past two years. As a result only Spanish is offered."

f) Need for foreign language study.

Five (5) comments refer to perception of a need to study foreign languages. They are:

- "Is a foreign language a real necessity for all Kansas students? Is a foreign language a real necessity for the so-called "educated person?"
- "Very difficult to understand the need for second language for all students."
- "Students do not see the need for a second language, therefore, they select other subjects that appear more relevant to their interests."
- "We need to recognize that not all subject matter has educational benefits for every pupil. Indirect teaching in grades 5-7 associated with social studies and spiraling to a true foreign language offering in grades 8-12 appears to have the merits of an acceptable curriculum."
- "Student interest in foreign language is low. Parents see little value in foreign language."

g) Other comments and suggestions.

The following deal with curriculum, methodology, scheduling, personnel, etc.

- "Please note: You will undoubtedly receive questionnaires from the three instructors involved in teaching our foreign languages as cited above wherein recommendation for beginning level will be grade (1) or kindergarten. It is a well known fact that the earlier in a student's life a foreign language is introduced the easier and better; however, as a school administrator of 37 years, I would still like to concentrate on teaching the reading of English during the primary grades."
- "I suggest that you start foreign language at an earlier level; but I do not think it to be economically feasible."
- "My experience has been in small schools and in those schools only 3 or 4 students were interested in the subject each year. This does not warrant requiring the addition of personnel."
- "Demand for more foreign language may depend upon the number of periods in high school schedule, i.e. 6 period day vs. 7 period day."
- "In our district a summer course in a foreign language may have some merit. It just does not work during the regular school year. A second language should be offered as a condensed course and the student must be motivated by a need for the second language."

- "We offer foreign language through directed study "
- "Bring back the language lab, but it must be computerized and individualized. Levels of proficiency and interest vary too greatly in our classes today."
- "One problem seems to be the language as it is spoken by natives and the formal book language often found being taught by teachers who have not had experience in the country where the language is spoken."
- "So much time and money is spent on course offerings in foreign language where there is no follow through. Example: Two of my sons took two years of Spanish in high school. They cannot speak it, read it, or understand it. Almost any other course would have been more beneficial. When they reach college, they know what they want and will pursue it. Just saying we need a foreign language doesn't cut it. We need motivation, incentives, etc. Interest and programs will naturally follow."
- "I feel this questionnaire is biased toward proving a need for more foreign language instruction. Why don't you first find out if the people of Kansas want more foreign language instruction?

Principals

Questionnaires were sent to 300 principals of high schools and junior high/ middle schools that offer foreign languages. 198 responses were received; of these, ten were from non-public schools.

QUESTION 1. Briefly state the main objectives (skill-related and culture-related) of your foreign language program.

In general, program objectives appear to aim at acquisition by the student of basic skills in listening, speaking, reading and writing of the language and some degree of familiarity with the geography, history, traditions, music, foods, and lifestyles of the culture studied.

Six respondents attached printed school or departmental objectives to their questionnaires. Thirty-nine (39) listed course content or activities rather than objectives or did not answer the question at all.

QUESTION 2. Indicate whether these objectives are:

	number of responses
district	42
school	83
departmental	71
individual	38

23 respondents marked all four categories and 15 did not answer the question.

QUESTION 3. Do you expect future demand for foreign language instruction in your school to increase, decrease, remain at present level?

86 respondents expected it to increase.
7 respondents expected it to decrease.
99 respondents expected to remain at present level.
6 respondents did not answer.

QUESTION 4. If one or more years of a foreign language were a requirement for high school graduation, how many new teachers would you have to add to your staff?

If one year: 124 1/2
If two or more years: 259

QUESTION 5. The Kansas State Department of Education plans to offer inservice workshops for foreign language teachers. Check the topics for workshops that you would like your staff to attend.

The categories, in order of principals' preference, were:

	Times Chosen
Teaching techniques and ideas	108
New and innovative instructional materials	108
Program planning/curriculum development	96
Motivation	82
Using new technology	72
Teaching in small rural districts	58
Proficiency testing	50
Language acquisition	46
Careers	34

QUESTION 6. In your opinion, at what grade level should students begin to learn a second language? (Because some respondents chose more than one grade level as a possible starting point, the figures below add up to more than 100%.)

Grade Level	Times Chosen
K	24
1	18
2	11
3	21
4	34
5	23
6	20
7	32
8	13
9	29
10	3
11	2
12	2
College	1
no answer or no preference	8

As these figures indicate, secondary principals feel that instruction in a second language should start in the elementary or middle school grades. Their choices, in order, are: 1) 4th grade; 2) 7th grade; 3) 9th grade.

QUESTION 7. Please add any other comments or suggestions you may have.

a) Foreign language requirement.

Fifteen respondents addressed this area. Five (5) expressed feelings against a foreign language requirement for high school graduation. Three (3) were in favor of such requirement for all students, and three (3) more favored it for the college-bound. The rest mentioned problems with staffing, curriculum and student ability. Their comments are:

- "I think it would be good if foreign language was made a graduation requirement by the state."
- "I do not feel that a foreign language credit should be a requirement for graduation from our secondary shools. It should be an elective credit offering."
- "Offering foreign language is important. Requiring more than a semester would not be advisable for many students. Conversational skills are most practical and stay with students the longest. A poor English student will have a very discouraging experience in a comprehensive foreign language class."
- "I feel foreign language should be required only of the college bound student."
- "I do not feel that a foreign language requirement should be mandatory for all; do feel that college bound students would benefit from a foreign language. The colleges could help if they would require incoming freshmen to have a certain amount of a foreign language."
- "I think it is foolish to suddenly put on a foreign language requirement for high school graduation. I knew the Russians learn English, but U.S. schools are doing a lot of things right. I took nine hours of German in college, and I cannot see where a foreign language has been very useful to me. I do feel we need to encourage our brighter students into foreign language as we encourage them into math and sciences."
- "If required, would the curriculum be required? If not, would "functional" level courses be established for the slower students?"
- "In my opinion it would be a mistake to make foreign language a graduation requirement for all students."
- "The basic question is, "Is a foreign language necessary?" Also what uses does it have in today's society? Exposure to a foreign language could start earlier than grade 7, but exposure to, and learning are different. If the KSDE thinks that a math or science teacher is hard to get then try finding a good foreign language teacher! I feel the present graduating requirements for the class of 1988 are very adequate. Besides, Kansas is doing a fine job as compared to other states."
- "I would not be in favor of a foreign language requirement for graduation - it might be appropriate if we were to go to a differentiated diploma for the college bound."
- "I personally support requirements in foreign language (for graduation). Our position in the arena of world trade and foreign policy is continually threatened by our deficiencies in foreign language."

- "Should be only required of college bound students."
- "We offer beginning French and Spanish. I would not favor a foreign language requirement. I believe we are close to "requiring" too many classes as it is. This would be an untenable requirement for many students. We treat the culture in a required world history course at grade 10."
- "If all students were required to take only one year, our present staff of 4 could handle it. However, upper level courses must be considered. We currently offer first-third year and advanced placement in each of three languages - Spanish, French and German. Latin 1-2 is also offered. To offer entry level foreign language as a required course and maintain upper level classes would mean additional staff."
- "I strongly oppose requiring a foreign language for graduation from high school."

b) Student interest and enrollment.

Interest in foreign languages is low because students and parents do not see their study as relevant, however, interest seems to be on the increase among college-bound students. It is suggested that a foreign language college entrance requirement would stimulate enrollment in high school courses.

Comments on this topic:

- "It is difficult to teach a foreign language in a school where it is felt it isn't needed as a requirement for college. Since many of our students live on farms their parents see it as a waste of time. I think it would help if it was emphasized a little more by the staff."
- "We do offer Spanish I, II and III presently and have offered them for several years. Our enrollment has been low, especially in the Spanish II and III. As other requirements are added such as math and science, I can only guess what will happen to our Spanish II and III."
- "Foreign language seems to have sparked a new interest in college bound students. I personally believe this is a positive trend that will develop a more rounded and cultural oriented student."
- "We offer Spanish each year. No one elected to take it this year."
- "About ten percent take a foreign language. Spanish I and II and French I and II."
- "A few years ago, we had a strong foreign language program (Spanish and French). At the present time, we only offer Spanish and very few students enroll. However, we have dropped in enrollment the last 8 years from 450 students to 300 students."
- "Our total school enrollment is 1163 students and we currently have four teachers teaching three different languages."
- "We are fortunate to have an outstanding foreign language program in Spanish and French. The enrollments are at maximum capacity and we may have to increase staff year after next."
- "Enrollment is down in foreign language for several reasons. (1) It is a difficult and time consuming course or curriculum. (2) Too many adults have taken foreign language in high school or college and have never used it in any way; consequently, they don't encourage their own students to take such courses. This is true in my own case."

- "Foreign language has lost its appeal as an elective class. Many parents and students do not feel it is relevant to their educational needs. If colleges and universities would put more emphasis on a second language as an entrance requirement, I feel more students would be encouraged to enroll in foreign language classes."

c) Foreign languages in elementary school.

These comments seem to support the responses to question 6:

- "For our students to become proficient in a foreign language, they must begin study early in elementary school. This would mean a major curriculum revision in most schools."
- "I feel very strong about the implementation of foreign language in grade school!! (Not high school.)"
- "An itinerant teacher meets with elementary students two days per week. The purpose is to give them an insight into foreign language. This is primarily exploratory - not formal instruction."
- "They should explore languages in elementary school and begin a second language in middle school."
- "We currently have a K-12 language program and are very pleased with the early results. This is the first year for our programs."
- "Begin foreign language training early and continue it through high school!"
- "Ideally, students should be given the opportunity to study languages throughout their total educational career."

d) Concerns related to curriculum:

- "We are striving to re-emphasize English grammar and usage through use of our foreign language program."
- "The need for foreign language should be considered in a program to improve career planning."
- "I feel we need to have more exploratory classes offered in the foreign language areas."
- "Students planning to continue foreign language in college would be better equipped to handle the language if they began their high school program in grade 10 and completed it at grade 12."
- "I am concerned, at our school, about the lack of culture-related objectives. This is definitely an area of need for us."
- "I would like to see foreign language improved at our school."
- "I do not understand what proficiency would be needed. When the study begins it should be continued until graduation. If foreign languages are not to be used in the future training, these studies should never be required. We have about 20 percent of the 9th grade students in remedial programs. They cannot profit from foreign language."
- "Until this becomes a national program it is very hard to sustain through more than 4 years. If it is dropped for several years after being begun in the 4th grade for instance, much time seems to be lost. Sequence is important."

e) Other comments:

- "I encourage you to expand foreign language study. I believe all citizens could, and should, be at least bilingual and that an in-depth study of at least one foreign culture is invaluable to any educated person. We are far too self-centered and parochial in this country."
- "I feel we have two highly qualified teachers. I am not sure statewide inservice would be that helpful or practical."
- "This is a one sided questionnaire. Should Kansas students have to study a foreign language? If so, why? What language?"
- "Because of budget and personnel, we cannot offer a foreign language."
- "More state aid to enable students to travel to foreign countries for indepth study."
- "...status quo is sufficient."

Teachers

Questionnaires were sent to 550 foreign language teachers in public and non-public secondary schools. 423 responses were received. Although not all the questionnaires were answered in their entirety, enough data was gathered to be considered representative.

The questions and responses are:

QUESTION 1. List courses you are teaching this year, including non-language courses.

Courses listed by respondents indicate that: 45% have teaching schedules that include foreign languages and also subjects in other departments; 41% are teaching full loads of foreign language courses only; 11% appear to be teaching foreign language on a part-time basis; and 2% are not teaching a foreign language at all this year.

Courses in other departments taught by foreign language teachers include 31 different subjects from Art to Yearbook. The most common combination is English/Foreign Language; respondents are teaching 203 separate English classes at all levels. History (22 classes) and Mathematics (20 classes) follow.

Other functions performed by foreign language instructors are: Activities Director (2), Elementary Teacher (2), Elementary Principal (1), Gifted Facilitator (2), Librarian (4), and Public Relations Director (1).

QUESTION 2. Language(s) in which you are certified.

Many respondents are certified in more than one language.

Language	How many certified
French	197
German	92
Latin	36
Russian	12
Spanish	271

Other languages: Chinese (2), Greek (1), Italian (4), Japanese (1), Portuguese (3), Turkish (1).

QUESTION 3. Language(s) that you feel qualified to teach (but in which you are not certified).

Language	How many qualified
French	14
German	6
Latin	7
Russian	1
Spanish	1

Other languages: ESL (6), Greek (2), Hebrew (1), Italian (3), Norwegian (1), Portuguese (8), Swedish (1).

QUESTION 4. Enrollment in foreign language classes, 1983-84.

Language and level		Students enrolled
Spanish I		8,423
Spanish II		3,184
Spanish III		980
Spanish IV		392
Spanish V		81
Spanish VI		5
Introduction to Spanish*		2,001
Spanish in Elementary Grades		822
	Total	15,888
French I		4,304
French II		2,147
French III		899
French IV		265
French V		58
French VI		1
Introduction to French*		488
French in Elementary Grades		180
	Total	8,342
German I		1,750
German II		711
German III		282
German IV		76
German V		23
Introduction to German*		242
German in Elementary Grades		317
	Total	3,401
Latin I		738
Latin II		173
Latin III		42
Latin IV		14
Latin V		4
Introduction to Latin*		36
Latin in Elementary Grades		40
	Total	1,043

Russian I		31
Russian II		7
Russian III		1
Russian IV		1
	Total	40
Chinese I		26
Chinese II		9
Chinese III		5
	Total	40
FLEX**		1,010

* Most introduction courses are offered in junior high/middle school, some in senior high school.
** Exploratory courses that include two or more languages during the year.

QUESTION 5. State the principal objectives of your language programs.

Objectives vary depending on language and level taught, but in general, they aim at acquisition of basic skills in listening, speaking, reading and writing of the language, and some degree of familiarity with the tradition, history, geography, lifestyles, music and foods of the culture associated with the language studied.

QUESTION 6. Indicate whether those objectives are:

	number of responses
district	68
school	66
departmental	139
individual	236

46 respondents marked all four categories and 20 did not answer the question.

QUESTION 7. Do you expect future demand for foreign language instruction in your school to increase, decrease or remain at present level?

249 respondents expected it to increase.
22 respondents expected it to decrease.
135 respondents expected it to remain at present level.
16 respondents did not answer.

QUESTION 8. In your opinion, at what grade level should students begin to learn a second language? (Because some respondents chose more than one grade level as a possible starting point, the figures below add up to more than 100%.)

Grade Level	Times Chosen
Preschool	3
K	116
1	37
2	33
3	62
4	74
5	34
6	31
7	46
8	10
9	23
10	7
11	3
12	0
College	0

As these figures indicate, foreign language teachers feel that instruction in a second language should start early, preferably in kindergarten. Their second choice is grade 4, and grade 3 is their third choice.

QUESTION 9. Have you taken foreign language courses or attended foreign language workshops within the past five years?

Yes	260
No	159

QUESTION 10. Have you traveled to or lived in any foreign countries?

66 respondents indicated no travel relevant to the language they teach. The rest listed travel or residence ranging in length from a few days to many years. Because of the many variants, further analysis of this data will be made to ascertain its significance.

QUESTION 11. Needed publications on foreign language education.

A list, ranked according to priorities, is being compiled and will be used to plan future publications by the Department's foreign language staff.

QUESTION 12. Check the topics of inservice workshops you would attend.

The categories, in order of teachers' preference, are:

New and innovative instructional materials.
Teaching techniques and ideas.
Motivation.
Using new technology.
Careers.
Language acquisition.
Program planning/curriculum development.
Teaching in rural districts.
Proficiency testing.

QUESTION 13. Would you be willing to help with any of the above publications or workshops as a resource person?

A list of persons willing to help is being compiled and they will be contacted as needed.

QUESTION 14. Do you know any people in the area where you live who are qualifed and/or certified to teach foreign languages but are not teaching foreign languages now?

Language	How many?
Spanish	88
French	78
French/Spanish	41
German	41
German/Spanish	6
Latin	3
German/French	1
Russian	1
Greek	1
no language specified	46

It is possible that some of the same individuals were reported by more than one respondent. Those listed as retired or not teaching by choice were not counted.

QUESTION 15. Comments.

- "I've taught Spanish for 10 years and this is the first time I've ever filled anything like this out. This (and the ideas contained therein) is a good idea!"
- "I feel that 10 - 20 minutes of Spanish daily could be required in K-5th grade. Spanish should be an elective for middle school students on a quarter or semester such as we have here."
- "The one thing I have found about teaching a foreign language is that students have difficulty seeing the importance of learning a second language. Another area that needs attention is keeping information on foreign countries more UP TO DATE, even in texts!"

QUESTION 15. Comments. - continued

- "I believe foreign languages need more attention in elementary grades and junior high schools. The importance needs to be recognized by counselors, principals, other educators and the public."
- "It is so nice to know that "someone up there likes us"! Thanks for your concern."
- "There is no question here about degree status or number of college hours in the foreign language field. Don't you think that it affects the quality of instruction markedly whether a teacher has the minimum number of hours for certification or an M.A. in the language?"
- "Universities do not offer courses available to currently employed teachers. This questionnaire does not address the resources I presently utilize: monthly readers; SCALA magazine; the German Tribune (weekly); monthly film from the German Consulate; supplementary graded readers, for example. We are not offering German II this year because of class size. We have to teach German III in the same class with German II students because of size restrictions, (when we have the students). We have had foreign exchange students in our school the past two years."
- "I truly believe the U.S. needs to make foreign languages required at the high school level - at least two years, especially to prepare them for college. The U.S. is backward when involved with foreign cultures."
- "This is my second year in a rural area, and ideas for small classes would be greatly appreciated."
- "I have not attended any foreign language workshops recently because there have been none held in my area. I would like to go to some if they were in Emporia or Topeka."
- "Make two years of language study mandatory for college-bound students."
- "Like a lot of others, I feel the field of foreign language has been neglected. More foreign language study needs to be stressed."
- "I think students should be exposed to languages at an early age, in the elementary levels, for short, fun periods of time. It would be great to start teaching when the students leave self-contained classrooms (here, 7th grade), but here I don't think there is enough interest and enrollment to support a 6-year language program, considering the extra personnel and supplies needed. My 5th year (and 4th) students work nicely independently."
- "It is high time that we in America require two years of a foreign language of all high school graduates!"
- "This survey is great!! I'm anxious to see the results!"
- "Beginning with the 1983-84 school year, one semester of Spanish is mandatory at the 8th grade level. We expect this to increase enrollment at the senior high level."
- "I would like to see at least one year of a foreign language required for graduation in the state of Kansas."
- "I've been pleased with the increased communication that there has been in foreign language. At this point I have no suggestions."
- "I feel that a methods course should be required to teach foreign languages. I did my student teaching in English, not German, and one does not teach German at all as one teaches English. A good methods course in teaching German would have helped me a lot."
- "I think foreign language training should begin in grade school, if only for a few minutes each day."

QUESTION 15. Comments. - continued

- "There are not enough opportunities for summer post graduate study for teachers. It would be nice to set up summer programs for high schoolers and pre-schoolers. Any suggestions?"
- "I would like to see the colleges and universities of Kansas be as supportive and helpful as those of Kentucky. I can't believe how few actually offer any community services to students."
- "I would like to see a minimum of one year of a foreign language required for all Kansas high school students. I think an introduction to foreign languages should begin in the lower elementary levels."
- "I believe emphatically that foreign languages should begin within the grade schools."
- "I think this is great! I have found the workshops especially helpful. Anytime we can get together and talk "shop" we all seem to go home enthused with fresh ideas. If there is anything I can do to help, don't hesitate to ask."
- "I am glad people are starting to become interested in foreign language again. It not only teaches a student a foreign language, but also helps him more with his native English language."
- "Idea sharing in any form would be wonderful! Often feel very isolated with so few language teachers in the area."
- "I would be interested in knowing how other foreign language teachers of two languages cope with having five or six preparations per day and at the same time find time to prepare relevant instructional material."
- "I'd love to have workshops available in the summers, which both increase our proficiency, as well as aiding our techniques."
- "I feel that foreign languages should be taught in the elementary grades and have started an elementary Spanish class in our grade schools on a voluntary basis. It is a project that my Spanish III class has undertaken for three years, after school for a period of six weeks at each of the three elementary schools."
- "I would like to see a foreign language day conducted for students where they would learn and take part in full day activities in the foreign language they are studying. - More on careers."
- "Evaluate present foreign language teachers to see if they are competent in the language with sufficient oral and written skills. I've met too many foreign language teachers who simply do not speak the target language. It requires more than a mere number of college hours in the target language to be able to teach the language. Some teachers may be bilingual after 15 hours; some are still not to that point after 30 hours of college courses. Those who are not competent often rely on textbooks and written work instead of exposure to the language in its most useful form - speaking. Thus, many foreign language students leave the classroom without a speaking/understanding knowledge of the foreign language. This creates frustration for both student and teacher. If more foreign language teachers were bilingual, more exposure to the spoken language would take place and the language would be more useful to the student."
- "I think the idea of the Kansas State Department of Education of developing publications on foreign languages is excellent."
- "I really enjoy the KFLA meetings and get many good and practical ideas that I do use and try in the classroom. These get-togethers also provide an opportunity to become acquainted with other teachers from all over the state. I feel this sharing of ideas is important and a good way to unite teachers."

QUESTION 15. Comments. - continued

- "I would really like to know sources for culturally oriented classes. I teach an Introduction class which is supposed to concentrate on French and Spanish speaking countries and cultures. I am having trouble finding texts and supplementary material."
- "My interest is in programs K-6 in foreign language. I would be able to give a demonstration of language acquisition at the elementary level in Spanish or Portuguese with elementary volunteers (students K-4.)"
- "I do not believe a foreign language should be a requirement for high school graduation. I do feel that it should be required for college bound students. If a foreign language were to be taught in the elementary schools, I do not believe it should be daily for the entire year. Perhaps one day a week for the semester or year. Or, perhaps, as a mini-course - nine weeks a year."
- "Most of us do not have the money available for summer programs overseas. We need (I do) to use our languages at a level higher than what we teach, or expand our knowledge. We need extensive language classes at KU in the summer. I have been asking this for the last four years. I find it difficult to believe that there would not be enough graduate students and/or teachers interested. One must be fluent in a given area to do a good job; in our field one must practice to retain or attain fluency and this is rather difficult to do when teaching at the primary levels (Spanish/French I and II). If we can't have an intensive summer course at KU in French, Spanish and German (the languages usually taught in our high schools), why not offer Spanish one year, French the other and German the third year?"
- "I would appreciate hearing some feedback on this survey."
- "Money needs to be more readily available for exchange programs to countries where the language being learned is spoken if we are to expect a higher degree of fluency from students. This would also increase motivation for taking and learning the language."
- "We need more public relations in relation to the teaching of foreign language. Then why we should learn a foreign language? Counselors and principals need to be more informed."
- "Several persons I know are certified (or were certified) to teach foreign language but they are not interested any more. They claim that students are not serious in their approach, therefore they refuse to go back to the classroom. I must admit that I get discouraged quite often myself and I wonder how much longer I'll maintain my positive attitude towards foreign language teaching!! We need more support from the public. Requirements are in order at the state level."
- "I think we should have a German workshop for credit each summer."
- "Southwest Kansas suffers from a serious shortage of qualified foreign language teachers."
- "Whatever information is disseminated would be appreciated especially if it is of a practical, useful nature. We do not need more philosophy."
- "Is there a method that school principals can be educated to the fact that "combination" classes are cheating the students and frustrating the teacher?"
- "Most language teachers are very qualified and do not need to waste time on workshops, usually boring. They need more students to teach. The greatest need right now is to take advantage of the national awareness and increase language requirements as well as encourage students to study languages."
- "An annual conference for foreign language instructors in Topeka or the Kansas City area with a series of workshops on items in #12 would be very popular, I feel."

QUESTION 15. Comments. - continued

- "Our department feels a need for 3 - 4 school year meetings within a 1 - 2 hour drive from our districts. We also feel that it is important that these meetings be on a school day rather than a Saturday."
- "The state universities need to offer good methods courses for each target language, using not college professors but successful high school language teachers. (2) Offer more summer language classes for teachers!"
- "I think the summary of these areas will be very useful in developing helpful information to all foreign language teachers."
- "I think the language department here is very strong - our enrollment is increasing and additional staff requirements are probable. I am very interested in helping to make a strong foreign language commitment in the state of Kansas!"
- "This new awareness of foreign language is great! Good luck with your projects."
- "I'm in the first year of a part-time contract, and our high school plans to go to a 7 period day in 84-85, so my position may possibly be RIF'ed."
- "I am encouraged by the fact that Kansas has an Education Specialist for foreign language now, and I hope that different individual school districts will have a chance to work with that person. The main difficulty is in helping teachers find out what such a specialist can do for us. We don't know, frankly! How about some grants for summer work? (Sorry, that costs money.)"
- "I appreciate your interest in our programs."
- "I would like to see something done about recognizing foreign language teachers' ability to teach literature. Why is it that English teachers can teach Greek drama, but I cannot, without taking 30 or so hours of British and American Literature? Since most foreign language college courses are literary, why doesn't the State recognize this in certification requirements?"
- "I think workshops for rural foreign language educators would be great. I would be willing to host and organize one in our area if you could attend."
- "I would like to see workshops offered on a graduate credit level on weekends, thus making it convenient for teachers to increase skills and methods of teaching area."
- "Exchange students, such as Rotary, ICYE, have brought ten students in the last five years from Mexico, Ecuador, Brazil, Sweden, Italy, West Germany and Switzerland to our high school. These students are invaluable! We have sent our first student to Finland. I would like to have teacher exchanges too."
- "Please help us all. You can in convincing the State Board of the necessity of a required foreign language credit for college-bound high school students. For us it is the only effective way to increase enrollment."
- "The distance to travel to workshops is too great to make it in one day."
- "The first step should be a foreign language requirement for graduation."
- "Combination classes cheat advanced students."
- "Would like to know status of Foreign Language in Kansas and about any programs of study seminars in foreign language development, etc. (any communication)."
- "I feel this type of communication is important and would like to see more workshops and classes available for foreign language teachers at an accessible distance from their homes. Thank you."
- "Thanks for your representation."
- "Advocate 20 as maximum class size for foreign language study."

QUESTION 15. Comments. - continued

- "It is difficult to get teachers out of class - hard to get substitutes. The earlier the workshops could be planned, the earlier teachers can request their days."
"When I taught in college, we had the opportunity to attend yearly meetings such as AATF. They were inspirational and very helpful. The text I am using is a result of hearing the author speak about her text and hearing high school teachers who were using it. However, in high school we do not have budgets to come to such meetings. But if some were held near here, I would be delighted to attend."
"It would be interesting to see the results of some of the items (4, 7, 8). Will they be available?"
"Require languages in high school and college."
"I would appreciate and support workshops in our area, of language teachers only - ideas, texts, activities, classroom motivation - cultural presentations."
"We need to make a minimum of two years of foreign language mandatory for attending the state universities of Kansas and the same minimum for study at the college level for all degree candidates."
"I heartily welcome the renewed interest in foreign languages, particularly on the state level."
"I really think foreign language should be required for all college-bound students in the state."
"My Spanish II students are currently teaching the kindergarten children Spanish."
"For 2 years, my students have participated in the "Nacel Program." This has been very educational for teacher as well as students. Our district really goes "all out" to promote foreign language during National Foreign Language Week. I believe it helps the public become aware of the importance of foreign language. This year our enrollment seems to have gone up slightly, due partially (I'm sure) to our efforts during foreign language week."

MC/EACL/1/jk